

# **DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP) 2025:**

## ***ACCOMMODATIONS RESOURCE***

*Greater New Bedford Regional Vocational  
Technical High School*



**Greater New Bedford Regional Vocational Technical High School  
DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP) 2025 – ACCOMMODATIONS RESOURCE**

<b>INSTRUCTIONAL ACCOMMODATIONS</b>		
<b>ENGAGEMENT</b>	<b>PRESENTATION</b>	<b>RESPONSE</b>
<ul style="list-style-type: none"> <li>• Provide explicit instruction using scaffolding techniques - <a href="#">Scaffolding in Education</a> (San Diego)</li> <li>• Incorporate Universal Design for Learning (UDL) principles - <a href="#">UDL Guidelines</a> (CAST)</li> <li>• Offer hands-on and experiential learning opportunities</li> <li>• Integrate student choice in assignments, topics, or formats</li> <li>• Use multi-sensory approaches (e.g., visual, auditory, kinesthetic learning)</li> <li>• Provide movement breaks and brain breaks to sustain focus</li> <li>• Implement goal-setting and self-monitoring strategies to increase student ownership</li> <li>• Offer real-world connections to make learning meaningful</li> <li>• Use positive reinforcement and clear expectations to encourage participation</li> <li>• Integrate technology tools and gamified learning to enhance engagement</li> <li>• Use motivational incentives, rewards, and vocational tie-ins</li> <li>• Set attainable goals with incentives</li> <li>• Frequent, private, non-confrontational check-ins</li> <li>• Develop positive rapport and a growth mindset</li> <li>• Establish &amp; maintain frequent, respectful, and collaborative two-way communication with families and guardians</li> <li>• Nonverbal prompts and discreet check-ins</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize graphic organizers to support comprehension - <a href="#">Free Graphic Organizer Templates</a> (Reading A-Z)</li> <li>• Use chunking strategies to break down complex tasks into smaller steps</li> <li>• Provide digital learning resources and online simulations</li> <li>• Offer guided reading and repeated readings for fluency development</li> <li>• Incorporate visual supports (e.g., diagrams, charts, videos, anchor charts)</li> <li>• Provide sentence starters and structured writing templates — <a href="#">Writing Strategies</a> (Reading Rockets)</li> <li>• Use captioned videos and text-to-speech software for auditory processing needs</li> <li>• Allow pre-teaching of key vocabulary and concepts</li> <li>• Present directions both orally and in writing</li> <li>• Provide audiobooks or read-aloud accommodations for struggling readers</li> <li>• Use color-coded materials and highlight key information</li> <li>• Offer explicit instruction in comprehension strategies</li> <li>• Establish clear, consistent daily routines and expectations</li> <li>• Provide predictable routines, visual schedules, and step-by-step instructions</li> <li>• Use assigned seating to manage peer interactions and distractions (also related to behavior management)</li> <li>• Provide checklists for task completion</li> </ul>	<ul style="list-style-type: none"> <li>• Allow alternative assessment formats (oral responses, video projects, hands-on demonstrations)</li> <li>• Provide multiple means of expression (typed, spoken, drawn, recorded)</li> <li>• Offer flexible seating and alternative workspaces</li> <li>• Allow verbal responses instead of written for students with fine motor or processing challenges</li> <li>• Use speech-to-text technology for written assignments</li> <li>• Offer extended time on tests and assignments</li> <li>• Provide guided notes and fill-in-the-blank templates for written tasks</li> <li>• Allow use of manipulatives, calculators, or reference sheets during assessments</li> <li>• Offer one-on-one or small group testing environments</li> <li>• Permit breaks during testing or long assignments</li> <li>• Use checklists and visual schedules to support task completion</li> <li>• Encourage self-reflection and feedback loops to improve student performance</li> <li>• Flexible seating and workspaces</li> </ul>

## SOCIAL-EMOTIONAL/BEHAVIORAL ACCOMMODATIONS

ENGAGEMENT	PRESENTATION	RESPONSE
<p><b><u>Structure &amp; Expectations</u></b></p> <ul style="list-style-type: none"> <li>• Provide structured breaks and movement opportunities (<a href="#">Brain Breaks – Understood.org</a>)</li> <li>• Offer daily check-ins with a trusted adult</li> <li>• Clear, consistent daily routines and expectations for learning and behavior</li> <li>• Predictable routines, visual schedules, and step-by-step instructions</li> <li>• Assigned seating (proactive management of peer interactions/distractions)</li> <li>• Checklists for task completion</li> </ul> <p><b><u>Positive Reinforcement &amp; Motivation</u></b></p> <ul style="list-style-type: none"> <li>• Positive praise and recognition for expected behavior, effort, and work</li> <li>• Motivational incentives, rewards, and vocational tie-ins</li> <li>• Set attainable goals with incentives</li> </ul> <p><b><u>Active Learning &amp; Choice</u></b></p> <ul style="list-style-type: none"> <li>• Active learning through hands-on activities and peer collaboration</li> <li>• Choice and relevance: Offer assignment options tied to student interests</li> <li>• Arranged seating to foster peer collaboration</li> <li>• Integrate technology tools and gamified learning to enhance engagement</li> <li>• Offer real-world connections to make learning meaningful</li> </ul> <p><b><u>Social-Emotional Support</u></b></p> <ul style="list-style-type: none"> <li>• Offer quiet spaces for emotional regulation and self-reflection</li> <li>• Daily check-ins with a trusted adult</li> <li>• Restorative practices for conflict resolution</li> <li>• Growth mindset techniques</li> <li>• Mentorship and peer-support programs</li> </ul> <p><b><u>Communication &amp; Rapport</u></b></p> <ul style="list-style-type: none"> <li>• Develop positive rapport with students (growth mindset)</li> <li>• Home/school communication and parent support/strategies</li> <li>• Nonverbal prompts and discreet check-ins to redirect or encourage prosocial behavior and choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use emotion charts and self-regulation checklists</li> <li>• Incorporate mindfulness and relaxation strategies (<a href="#">Mindfulness in Schools - Mindful Schools</a>)</li> <li>• Use restorative practices for conflict resolution (<a href="#">Restorative Practices – The Restorative Lab</a>)</li> <li>• Encourage growth mindset techniques (<a href="#">Growth Mindset Activities -Understood.org</a>)</li> <li>• Task chunking and scaffolding (manageable steps)</li> <li>• Predictable routines, visual schedules, and step-by-step instructions (also part of engagement structure)</li> <li>• Flexible seating/designated workspaces (reduced noise/visual distraction)</li> <li>• Preferential seating close to the focal point of instruction</li> <li>• Incorporate wait time to process information</li> <li>• Use visual supports (emotion charts, checklists) to guide regulation and understanding</li> <li>• Hearing protection/noise reduction (for auditory sensitivity)</li> </ul>	<p><b><u>Individualized Response &amp; Supports</u></b></p> <ul style="list-style-type: none"> <li>• Frequent, private, non-confrontational check-ins to assess understanding and identify barriers</li> <li>• Structured breaks and movement opportunities (brain breaks, movement for focus and regulation)</li> <li>• Teach self-regulation strategies and encourage use of checklists</li> <li>• Offer quiet spaces for emotional regulation and self-reflection</li> <li>• Limit repetitive questioning; encourage independence through supported problem-solving</li> </ul> <p><b><u>Autonomy &amp; Alternative Demonstrations</u></b></p> <ul style="list-style-type: none"> <li>• Allow flexible deadlines for students experiencing anxiety</li> <li>• Increased autonomy: Choice in how, when, or where work is completed</li> <li>• Alternative learning demonstrations (verbal, visual, or hands-on)</li> </ul>

## FOCUS AND ATTENTION AND EXECUTIVE FUNCTIONING ACCOMMODATIONS

ENGAGEMENT		PRESENTATION
<p><b><u>Organization &amp; Planning</u></b></p> <ul style="list-style-type: none"> <li>• Visual schedules and agendas: Post daily agendas and objectives</li> <li>• Use checklists for task completion and progress tracking</li> <li>• Color-code materials for organization</li> <li>• Binder with labeled sections, color-coded contents (all notes sheets are yellow, all homework is green, etc.)</li> <li>• Digital organization tools such as common Google Drive Folder naming and organizing, utilizing Google Calendar, utilizing "reminders" features, Google Keep, etc.</li> <li>• Provide templates and guided outlines for writing</li> <li>• Use graphic organizers for planning and organization</li> <li>• Provide outlines and rubrics for assignments</li> <li>• Break tasks into manageable steps with timelines</li> <li>• Provide scaffolded notes with visuals, step-by-step approaches, and reference sheets</li> <li>• Establish clear routines and expectations</li> </ul> <p><b><u>Time Management &amp; Task Completion</u></b></p> <ul style="list-style-type: none"> <li>• Assign peer mentors for accountability and support</li> <li>• Encourage self-advocacy and goal-setting practices</li> <li>• Provide reminders for task completion</li> <li>• Frequent check-ins for comprehension, task initiation, and work habits</li> <li>• Teacher-guided prompts/cuing: Assist with task initiation</li> <li>• Promptly redirect students back to their tasks</li> <li>• Minimize distractions and encourage focused work</li> </ul>	<p><b><u>Self-Regulation &amp; Metacognition</u></b></p> <ul style="list-style-type: none"> <li>• Teach self-monitoring and reflection: Encourage reflection on performance</li> <li>• Develop self-awareness and planning skills</li> <li>• Help students identify and manage distractions and frustrations</li> <li>• Teach positive self-talk strategies</li> <li>• "Think aloud" strategies: Encourage verbalizing task steps</li> <li>• Teach breathing techniques, mindfulness, and emotion identification</li> <li>• Encourage self-rewards and positive affirmations</li> </ul> <p><b><u>Social &amp; Emotional Supports</u></b></p> <ul style="list-style-type: none"> <li>• Assign peer mentors for accountability and support</li> <li>• Explicit social skills reminders: greet your partner, wait until your partner is done speaking before responding, etc.</li> <li>• Encourage self-advocacy and goal setting</li> <li>• Use positive reinforcement for desired behaviors</li> <li>• Build positive relationships with students</li> <li>• Implement a positive behavior support plan</li> <li>• Use logical consequences for behavior</li> <li>• Facilitate peer mediation for conflict resolution</li> <li>• Post classroom expectations</li> <li>• Develop student contracts or behavior plans.</li> <li>• Modify classroom management strategies.</li> <li>• Facilitate parent communication and support</li> <li>• Consult with guidance counselors, psychologists, etc.</li> </ul>	<p><b><u>Instructional Supports</u></b></p> <ul style="list-style-type: none"> <li>• Use visual schedules and posted agendas</li> <li>• Break tasks into manageable steps</li> <li>• Use color-coded materials for organization</li> <li>• Provide templates and guided outlines for writing assignments</li> <li>• Provide frequent feedback on learning</li> <li>• Set meaningful, attainable goals with students</li> <li>• Provide access to exemplary student work</li> <li>• Differentiate assignments to meet student access level</li> <li>• Provide clear and concise instructions</li> <li>• Utilize visual aids to support instruction</li> </ul> <p><b><u>Environmental &amp; Physical Supports</u></b></p> <ul style="list-style-type: none"> <li>• Remove distractions and create a productive workspace</li> <li>• Strategically arrange seating to prevent difficulties</li> <li>• Movement breaks and energizers: Incorporate breaks and movement opportunities</li> <li>• Include stress-reduction techniques</li> </ul>
		<div style="background-color: #f4a460; text-align: center; padding: 5px; font-weight: bold;">RESPONSE</div> <ul style="list-style-type: none"> <li>• Provide checklists for task completion (<a href="#">Checklists</a> – StoryboardThat)</li> <li>• Allow extended time for assignments and tests</li> <li>• Encourage verbal, visual, or hands-on responses when appropriate</li> <li>• Offer flexible deadlines for students experiencing anxiety</li> <li>• Help initiate tasks and ensure understanding</li> <li>• Support planning and response</li> <li>• Encourage self-monitoring and revision</li> <li>• Allow tools to support demonstration of knowledge</li> </ul>

## VOCATIONAL ACCOMMODATIONS

ENGAGEMENT	PRESENTATION	RESPONSE
<p><b><u>Multi-Sensory &amp; Visual Learning</u></b></p> <ul style="list-style-type: none"> <li>Embed multi-sensory instructional strategies within lessons</li> <li>Provide diverse visual representations: videos, diagrams, drawings, floor plans, graphic organizers, and picture cues</li> <li>Highlight key concepts, vocabulary, and sequential steps</li> </ul> <p><b><u>Active &amp; Experiential Learning</u></b></p> <ul style="list-style-type: none"> <li>Facilitate hands-on learning activities and active engagement</li> <li>Use role-playing scenarios for customer service and teamwork skills</li> <li>Provide manipulatives and access to trade-specific tools, hardware, fasteners, products, and online programming</li> <li>Offer real-world learning experiences through job shadowing</li> </ul> <p><b><u>Collaborative &amp; Social Skills Development</u></b></p> <ul style="list-style-type: none"> <li>Implement collaborative learning and partner activities</li> <li>Use role-playing scenarios for customer service and teamwork skills</li> <li>Develop self-advocacy and workplace communication skills. (<a href="#">Self-Advocacy Resources</a> - Wrightslaw)</li> <li>Offer peer coaching and mentoring opportunities</li> </ul>	<p><b><u>Multi-Sensory &amp; Visual Learning (presentation elements)</u></b></p> <ul style="list-style-type: none"> <li>Utilize scaffolded notes, outlines, reference sheets, and study guides</li> </ul> <p><b><u>Assistive Technology &amp; Tools</u></b></p> <ul style="list-style-type: none"> <li>Offer online text applications, audiobooks, and text-to-speech/speech-to-text tools</li> <li>Provide access to digital measuring tools: tape measures with conversions, construction/culinary calculators, laser measuring tools, digital calipers, and digital scales</li> <li>Incorporate assistive technology and adaptive equipment specific to the trade (i.e., ergonomic grips/modifications to tool grips, adjustable height bench, etc.)</li> </ul> <p><b><u>Task Analysis &amp; Structured Support</u></b></p> <ul style="list-style-type: none"> <li>Offer task analysis and step-by-step job training (<a href="#">Task Analysis in Vocational Training</a> - NIH)</li> <li>Use visual schedules and job aids for multi-step tasks</li> </ul>	<p><b><u>Differentiated Assessment &amp; Demonstration of Competency</u></b></p> <ul style="list-style-type: none"> <li>Utilize multiple means of assessment: project-based learning, oral/visual presentations, drawings, and varied response styles</li> <li>Provide alternative ways to demonstrate competency in technical skills</li> </ul>